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**AVEDIS
DONABEDIAN**
INSTITUT UNIVERSITARI-UAB



GENDER EQUALITY PLAN (GEP)

Avedis Donabedian Research Institute – UAB
Avedis Donabedian Foundation

Barcelona

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2. INTRODUCTION

A Gender Equality Plan (GEP) is both a strategy for social transformation and an instrument that allows the articulation of policies for gender equality in the Avedis Donabedian Foundation (FAD) environment. It is understood that the guarantee of the rights and freedoms of individuals, as well as effective equality in social and work relations, requires a strong political commitment, gender mainstreaming in the forms of action and the involvement of the entire community.

The Avedis Donabedian Foundation carries out teaching research and innovation and development, evaluation and improvement in the health and social sector responding to the needs of people, organizations and public administrations. To move forward in this line, the GEP is a policy instrument that is designed and reviewed through time to combat and reduce gender imbalances and inequalities and make the organization more inclusive to all the diversity of actors involved in FAD, promoting the reflexivity and collective learning in structural and cultural aspects of the organization to further construct democratic environment. In this sense, this document presents priorities and concrete objectives as specific measures that will be implemented to improve gender equality within FAD.

It is important to mention that the present plan is part of the FAD's Strategic Plan 2023-2027 and is inscribed within the framework of the institution's mission, vision and values. This link between the FAD's GEP and the strategic plan is fundamental as it allows the effective integration of gender equality into discussions and change processes, and engages all levels of the of the organization. Several points of the gender plan emerge from the action plan of the Strategic Plan.

FAD Mission

Contribute to improving the quality of social and health care for people through the generation and dissemination of knowledge and the application of innovative solutions.

Vision

To be recognized as a driving force for excellence and for the impact achieved on the quality of health and social and health care of people.

Values

- ✓ Ethical behaviour and non-discrimination
- ✓ Professional and scientific rigor
- ✓ Commitment to people and communities
- ✓ Flexibility and adaptability
- ✓ Innovation and creativity
- ✓ Independence
- ✓ Cooperation and teamwork

3. CONCEPTUAL FRAMEWORK

Before mentioning the strategy of the FAD for gender equality within the institution, it is necessary, in a brief way, to give an account of the normative framework in which this strategy is inscribed. To this end, the following is the legislation in force internationally, to then give an account of the European, Spanish and regional framework on gender equality in the labour and educational fields.

The **Universal Declaration of Human Rights¹ (1984)** has become international law and a mandatory starting point for compliance with minimum standards of rights, due to countries' wide acceptance and adoption. Thus, some of the fundamental principles on which it is based are the right to dignity, freedom, non-discrimination and equality both in educational matters and in labour and salary.

The UN General Assembly adopted the **2030 Agenda for Sustainable Development² (2019)**, an action plan for strengthening universal peace and access to justice. Of the 17 goals included in, objective N^o5 seeks achieving gender equality and empowering all women and girls.

Specifically, on women's rights in **1979** the Convention on the Elimination of All Forms of Discrimination against Women (**CEDAW**)³ was an international treaty adopted by the UN which defines the concept of discrimination and requires member states to repeal all discriminatory legislation and generate a new one to protect women in areas such as education and the labour market. Many international treaties have emerged after this, but in particular CEDAW marks a present as a milestone in favour of the defence of women against all types of violence.

At **European level**, the framework documents that legally order the Union are the Treaty on European Union (1992)⁴, which mentions equality between men and women (Articles 2 and 3) and the principle of non-discrimination (Article 3) as values shared by all Member States. Also, the Letter of Fundamental Rights of the European Union⁵ prohibits any discrimination on the grounds of sex or sexual orientation (Article 21), as well as guaranteeing the principle of equality between men and women (Article 23) and the protection of maternity (Article 33). The Letter also recognizes and endorses the concept of positive action and considers it compatible with the principle of equality (Article 23). It is important to mention that from the European Union it is a mandatory requirement for all organizations that want to qualify for European funding to have a public GEP and gradual evaluations of it over time.

At the national level, the **Spanish Constitution of 1978** enshrines in article 14 the right to equality and non-discrimination based on sex, race or any other personal condition or circumstance, a fundamental right that constitutes the main guarantee of equity and non-discrimination in the Spanish State. Also, the **Organic Law 3/2007** for the effective equity of

¹ [Universal Declaration of Human Rights | OHCHR](#)

² [Home - United Nations Sustainable Development](#)

³ [Introduction to the Committee | OHCHR](#)

⁴ [EUR-Lex - C:2016:202:TOC - EN - EUR-Lex \(europa.eu\)](#)

⁵ With the entry into force of the Treaty of Lisbon, it adopts a legal character, binding the whole Union.

women and men (LOI), modified by Royal Decree-Law 6/2019 (RDL).² In a generic way, it introduces the idea of real and effective equity, as well as the transversality of the gender perspective and the principle of equity in all public policies.

Finally, FAD is also an Institute of the Autonomous University of Barcelona (UAB), which implies that another frame of reference to take into account is related to the regional level. In this level, the **Statute of Autonomy of Catalonia of 2006**⁶ establishes the duty of the public authorities to promote equality and eradicate racism, anti-Semitism, xenophobia, homophobia and any other expression that threatens the equity and dignity of people (Article 40). It also regulates the duty of the public authorities to guarantee equal opportunities between women and men in access to employment, training, professional promotion, working conditions and remuneration; the duty to ensure non-discrimination in pregnancy or maternity; the mainstreaming of the gender perspective in public policies to guarantee real and effective equity; comprehensive protection against all forms of violence against women and sexism; the revaluation of care, domestic and family work; and the duty to guarantee within its competences the right to one's own body and to reproductive and sexual health (article 41).

The **law 17/2015**⁷, on effective equity of women and men, which is a specific and complementary norm of the LOI and binds all administrations, institutions and public powers, in accordance with the powers of self-government of Catalonia. This law reserves a specific section for universities and research in which many measures are foreseen such as the transversality of the gender perspective in planning, management and evaluation of university policies, as well as executing cross-cutting plans and programs of gender equity policies, promoting studies and statistics on gender equity, training the staff of the entities and exercising any function necessary to implement the gender perspective.

4. FAD ACTION PLAN AND MEASURES

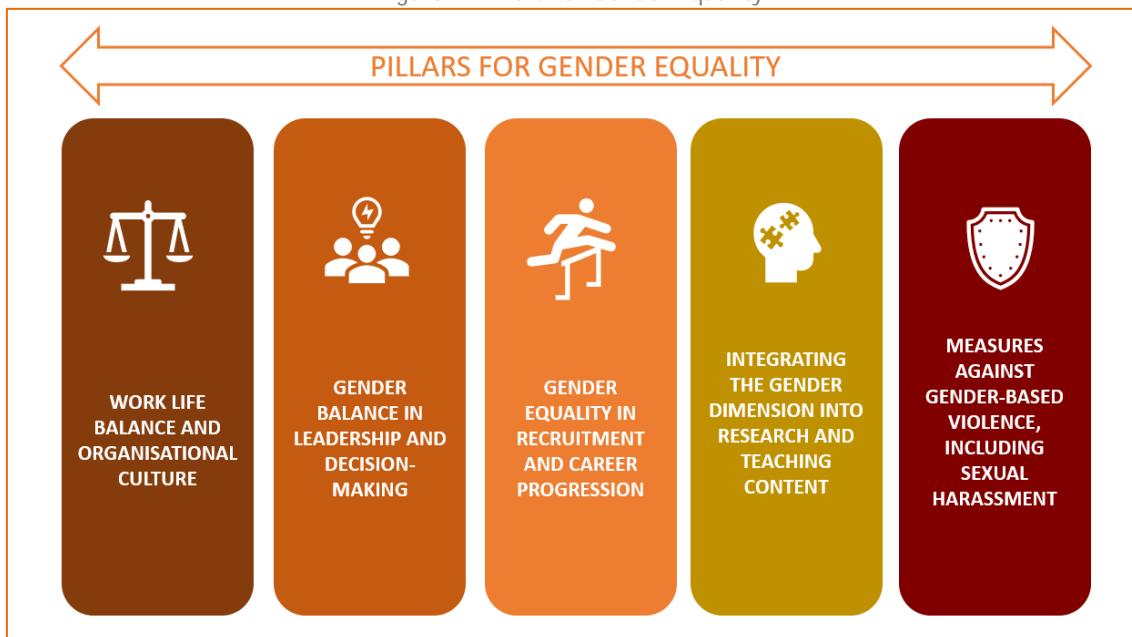
Working collectively, the results and achievement are greater than by an individual manner. In this sense, and to promote an environment of interdisciplinary and collaboratively work is mandatory to preserve equity and diversity as a matter of course for FAD. FAD action plan takes in consideration a structure based the 5 pillars recommended by Horizon Europe to build a complete GEP.

As it shows in Figure 1, the pillars are the following: i) work-life balance and organizational culture; ii) Gender balance in leadership and decision making; iii) gender equity in recruitment and career progression; iv) integrating the gender dimension into research and teaching content; v) measures against gender-based violence, including sexual harassment.

⁶ For more information and detail, review: <https://www.boe.es/eli/es/lo/2006/07/19/6/con>

⁷ For more information and detail, review: <https://www.boe.es/eli/es/l/2015/07/09/17/con>

Figure 1. Pillars for Gender Equality



4.1. WORK-LIFE BALANCE AND ORGANIZATIONAL CULTURE

The aim of this first pillar is to promote gender equity through the sustained transformation of organizational culture, taking into implementation measures to ensure open and inclusive working environment in FAD, the visibility of the work team both internally and externally, and that their contribution are properly valued.

Some of the measures adopted by FAD over the years are related to the family and personal conciliation. In this line, all the workers can use the parental leave and reduction of working hours, as established in the legal framework of Spain. In addition, the FAD has its own family reconciliation measures, granting the greatest flexibility to accommodate work schedules to personal responsibilities (care of older adults and / or childhoods, self-care, studies, family logistics, among others).

In relation to the national context, FAD has fewer working hours than those marked by the working agreement, more days of vacations and the possibility of schedules adaptation. The FAD policy responds to cases individually according to the needs of the institution and the worker, offering all employees a range of opportunities to reconcile work and private life.

The current hybrid system combining teleworking with in-person office attendance, also facilitates the schedule adaptation.

SUMMARY:
 Family and personal conciliation: Parental leave, accommodation of working hours: possibility of schedule adaptation, Vacation policy, summer period: intensive day with reduced hours and hybrid system combining teleworking with in-person office attendance.

4.2. GENDER BALANCE IN LEADERSHIP AND DECISION-MAKING

FAD is a workplace composed in its vast majority by women. This is partly explained by the fact that the professions that make up the human team are highly feminized in the Spanish context. An example of this, accordingly to 2019 INE's data, is that 84% of the registered nursing professionals⁸ correspond to women and 82% in the case of psychologists⁹.

But, even so, increasing the number and share of women in leadership and decision-making positions is central in this GEP. This second pillar includes measures to ensure that women can take on and stay in leadership positions, providing decision-makers with targeted gender training, adapting processes for selection and appointment of staff on different projects, ensuring gender balance, and making decision-making processes more transparent.

Since its creation FAD has an excellent position on this domain, and there are some measures that can be taken into account for the next years:

- **Leadership positions:** The structure of the FAD is composed of a board of trustees integrated by 8 people on an equal basis, with the presidency and vice presidency being exercised by women.

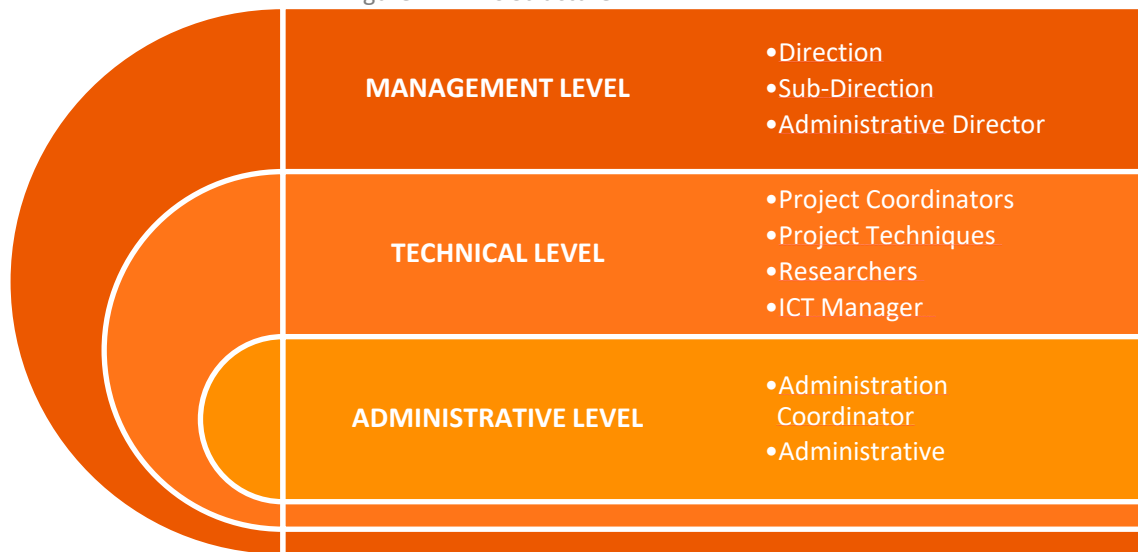
In FAD we have a multidisciplinary team that allows us to approach the improvement of the quality of care from different points of view and areas of work. In 2023, the human team has been formed by 23 professionals from various disciplines.

The work team is composed of three levels: a management level, a technical level and an administrative level. The management is composed of four members, one man and three women. In this level, the FAD direction is composed by two members: a man and a woman. The technical level consists of 15 people in staff, 13 of them, women. At the administrative level, it consists of 4 women. In total this corresponds to a structure with a share of **87% women and 13% men**.

⁸ [Spain Nursing professionals - INE](#)

⁹ [Psychologist professionals - INE](#)

Figure 2. FAD's Structure



Also, it should be noted that most projects are coordinated by women.

- Selection and appointment of staff on committees:** Although there are no gender quotas (mainly due to the fact that the work team is small and consists mostly of women), it seeks to ensure diversity and balance. The aim of this measure attempts to assure that the work of committees and decision-making bodies assess the inclusiveness of their practices and outcomes.

SUMMARY

Composition of the FAD TEAM and Leadership positions: strong presence of women.
 Selection and appointment of staff on committees

4.3. GENDER EQUITY IN RECRUITMENT AND CAREER PROGRESSION

A third pillar consist on critically reviewing selection processes and remedying any biases in order to ensure that every person working in FAD gets equal chances to develop and advance their careers.

- Recruitment:** Gender equality promotion begins with new members recruitment. A measure for future recruitments will be to include a non-discrimination policy statement both on FAD website and in relevant documents of the recruitment process. In order to avoid having biases by gender, nationality, age or disclosing information, Applicants for a job candidacies will not have as a requirement the delivery of personal information in the CVs.
- Diversity and inclusion in the workplace:** At FAD, personal staff have the same opportunities to develop, to shape their work independently and responsibly and to

participate in decisions regardless of their gender, nationality or age. To ensure this point, a specific objective has been included in the Strategic Plan 2023-2027.

- **GEP annual objectives:** Commitment of the entire institution in with the consolidation of a gender perspective, with appropriate monitoring and allocated resources.

SUMMARY:

Recruitment: possibility to anonymized the process.

Diversity and inclusion in the workplace regardless of gender, nationality or age.

GEP annual objectives.

4.4. INTEGRATING THE GENDER DIMENSION INTO RESEARCH AND TEACHING CONTENT

All FAD research or educational outputs shall be reviewed in such a way that the gender perspective is systematically integrated. This way, it can set out the organization's commitment to ensure that the gender dimension is considered in research and teaching, and the support and capacity provided for researchers to develop methodologies that incorporate sex and gender analysis.

The implementation of the gender perspective in FAD projects occurs in three major ones: education, research, and development and evaluation projects.

- Education:** FAD has been teaching every year for more than 25 years a master's degree and postgraduate diploma in Management and methodology of the quality and safety of health care, recognized by the Autonomous University of Barcelona. In addition, FAD offers a series of courses to the public and private health and social care sector.

In this line, for the year 2023-2024 a review of the contents will be carried out, in order to introduce gender perspectives in the quality and safety of healthcare training provided by FAD, in the case of the master's degree and postgraduate diploma, as well as other subjects of the different courses imparted. This topics could be considered, for example, in the areas related with person centred care and patient safety.

- Research:** FAD participates in different research projects in Europe, Latin America as well as at a country-level. In this line, FAD aims to incorporate a gender equity perspective as analysis approach, that will adapted according to the subject of each project. In some cases, FAD researchers will analyse different factors intersecting with sex and gender, such as age, comorbidities, disabilities, nationality, geography, and socioeconomic status and in others this approach will imply the use of different techniques and methodologies, as qualitative assessments, among others.

- Development, evaluation and improvement projects:** It is important to consider strategically the focuses of studies and projects within FAD, trying to incorporate the

gender perspective as a cross-cutting domain, subject to client or partner's willingness. Thus, when studying phenomena around health, social services or other, a future purpose is to integrate the gender perspective. Likewise, in survey processes, questions related to the sex/gender category will be included, with the commitment to make analytical use of this information.

In order to raise awareness on gender equity and unconscious gender biases for staff and FAD Team, this plan intends to propose new measures:

- **Internal training:** In order to sensitize our team to gender equity, FAD will offer training courses on the subject. In this line, one measure is to construct a training calendar that includes activities for the team as an evidence-based, ongoing and long-term process to move forward together into an environment more caring for the diversity. All this will be aligned with the Training Plan included in the FAD's Strategic Plan 2023-2027.
- **Communication strategy:** Definition of a non-sexist communication strategy, this will include the adoption of a non-discriminatory institutional language in the material published in the FAD. In order to standardized the terminology and concepts used in different projects, one measure of the present planning is to generate a dossier and style guide regarding the communication strategy. The objective is to strengthen and reinforce FAD public image without gender stereotypes.

SUMMARY:

The implementation of the gender perspective in FAD projects occurs in three major ones: education, research, and development and evaluation projects, reviewing the contents of each.

FAD offers training courses in gender equality for the team, aligned with the Training Plan included in the FAD's Strategic Plan 23-27.

Communication strategy including the adoption of a non-discriminatory institutional language and standardization of terminology used.

4.5. MEASURES AGAINST GENDER-BASED VIOLENCE

Finally, the fifth pillar of the GEP is the establishment of a serious of steps to ensure clear institutional policies of zero tolerance toward sexual harassment and other forms of gender-based violence. In this sense, the measures taken in this dimension are the following:

- **UAB Protocols:** Socialize the UAB's gender violence protocols to the FAD team. As this institution is under the eaves of the university, it is important to know the student policy, the language used and how violence can be prevented and addressed in academic spaces.
- **Internal policy against violence:** Adapt these protocols to the FAD reality communicating the internal policy establish and codify the expected behaviour of the staff and FAD members. This policy will include the procedure for the prevention, as well as how to report gender-based violence and the protocol by which such instances will be investigated and sanctions applied. This also consider how information and support

is provided to victims or witnesses and how the whole organization can be mobilized to establish a culture of zero tolerance toward sexual harassment and gender-based violence. For this, both the aforementioned protocol and the Royal Decree 901/2020 will be taken into consideration.

- **Milestone dates:** A non-punitive measure that can give visibility to these measures is the celebration of key dates such as the International Day of Working Women (March 8), the International Day for the Elimination of Violence against Women (November 25), the fight against LGBTI + discrimination (May 17), International Working Women's Day, and other important dates..

SUMMARY:

Implementation and adoption of violence protocols and internal policies.
Milestone dates.

5. GEP IMPLEMENTATION, MONITORING AND EVALUATION

For the correct implementation of the FAD GEP, it has been prioritize dedicated resources and expertise in gender equity. In this sense, there will be designated responsible for each measure, coordinated by the gender and equity committee.





Thus, the creation of the gender and equity committee will be a support to the management level and will support an ongoing process of sustainable organizational change into FAD, monitoring the implementation of the measures in all of the five pillars of the GEP.

For the implementation it will be generated an internal plan of dissemination activities and communication material. Also, monitoring and evaluation are continuous throughout the duration of the GEP. While monitoring and evaluation are linked they are separate processes.

The gender and equity committee will meet on a regular basis to review update reports from FAD team with responsibility for the implementation of specific actions. This will allow for the early identification of unanticipated difficulties and provide the opportunity to take appropriate action and to make any necessary adjustments to the GEP.

Evaluation of the GEP will involve an assessment of the five pillars mentioned, so the gender and equity committee will take into account annually a selection of indicators to collect sex/ gender disaggregated data on personnel as indicators aligned with those objectives and pillars for the FADs concerned, as well as key indicators, both quantitative and qualitative, identified at the action planning and target setting stage.

To have more knowledge on the state of the situation at the internal level of the organization, a first action will be to make a survey as a self-assessment. For this purpose an instrument already validated and published will be used, adapting it to the characteristics of FAD. In summary, we present a table with the integration of pillars and measures taken into account in the present FADs GEP:

PILLAR	MEASURE	INDICATOR	TIMESCALE	RESPONSIBLE
 WORK-LIFE BALANCE AND ORGANIZATIONAL CULTURE	Family and personal conciliation	Percentage of staff expressing satisfaction with personal conciliation and childcare arrangements	Bi-annually	Direction
	Leadership positions	Representation of women on key decision-making committees	-	Direction
 GENDER BALANCE IN LEADERSHIP AND DECISION-MAKING	Selection and appointment of staff on committees	Seek of balance and diversity on key decision-making committees		Direction
	Recruitment	Non-discrimination policy statement published in the web	-	Direction
	Diversity and inclusion in the workplace	Diversity in the team composition	Annually	Direction
	GEP annual objectives	Number of measures and indicators achieved	Annually	Gender and equity Group
	Training	Percentage of projects where the gender perspective was included. Percentage of workers receiving training in gender equity	Annually	Training committee
 GENDER DIMENSION INTO RESEARCH AND TEACHING CONTENT	Communication strategy	Presentation and approval of the non-sexist communication strategy guide	-	Direction / Gender and equity Group
	Adopting UAB Protocols	Implementation of FAD Protocol, considering Gendered experiences in the workplace (via employee surveys): discrimination, harassment, and others.		Gender and equity Group
Construction of Internal policy against violence			Gender and equity Group	
 MEASURES AGAINST GENDER-BASED VIOLENCE	Milestone dates	Number of milestone dates commemorated	-	Gender and equity Group / Organizational culture committee

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